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ABSTRACT

This report is an evaluation of an adult workplace literacy and English-as-a-Second-Language program for Napa Valley (California) vineyard workers of limited English proficiency. Many of the classes were held at the worksite. The first section of the report details the project's stated objectives and measures of accomplishment, anecdotal success stories from the perspective of instructors, and data on student achievement for each participating vineyard. Appended materials include a beginning-level oral ESL test, a form-completion test; beginning-level vocabulary; a personal (individualized) spelling list; a vineyard operations vocabulary test; pre- and post-course self-evaluation forms; an oral interview form; a video idea questionnaire; a list of video topics suggested by students; notes and supplementary materials on the video curriculum developed for the project; notes from conference presentations; and a video curriculum evaluation form. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 374 690

NAPA VALLEY UNIFIED SCHOOL DISTRICT
Napa Valley Adult School
Final Report

THE LITERACY LINE!

This package contains one set of THE FINAL REPORT which includes:

- Final Report for grant which ended 12/31/93
- Appendix to Final Report which includes project-developed tests, forms and one complete video curriculum lesson, "Emergency"

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The Literacy Line
Final Report
Rhonda Slota, Project Director: Lorraine Ruston, Project Coordinator

I. Compare Actual Accomplishments to the Objectives Contained in the Approved Application

A. Project Implementation Participant Outcomes

1. Objective
To recruit and enroll 300 employees in classes at on-site classrooms by December 31, 1993.

Outcome
By the end of this funding cycle, December 31, 1993, 296 students had enrolled in workplace literacy classes, the majority of which were located at the work site. (Two vineyard companies didn't have appropriate facilities for classes, so we held them at Napa Valley Adult School between 4 and 6 p.m.)

179 of these students were new to the program and the rest, 117, had taken classes during the first grant period, July, '91 through October, '92.

2. Objective
200 students will complete at least one semester of ESL/JSL instruction.

Outcome
You will see on **CHART 1** that different courses were of varying lengths depending on the sites. However, there were 110 students who completed at least 70% of the courses offered. 49 students attended between 40 and 69% of the possible hours. 137 students attended less than 39%.

On **CHART 2** the reasons for students not attending at least 40% of the *Literacy Line* classes are described.

3. Objective
200 students will complete ESL/JSL Competencies as determined by competency-based benchmarks for learning modules.

Outcome: The number of students who completed ESL/JSL and math competency-based benchmarks are shown on **CHART 3**, pages 1 and 2. Examples of tests A, B, C, D, and E are included in the appendix of this report.

4. Objective
Students will show gain as measured by the CASAS ESL Appraisal Form 10.

Outcome
Only eight sites used this test. Many teachers preferred to do pre-post assessment with tests written by the staff. (Examples A, B, & C)

The teachers who did not use CASAS were afraid students would be discouraged and not return to class. This statement from the Project Evaluator's report written January 16, 1993 reflects this attitude.

> "The process of assessment was a difficult one for both the instructors and the students. Over 75 students dropped out of the program after just two to four hours, in large part because of their discouragement over taking the "tests". The testing process was very long and the level of reading, writing and language skills readiness was very low among the majority of the workers. Instructors were not eager to "put the students through this exhausting process" and attempted to find other ways to assess students for class placement."

5. Objective

80% of the supervisors will rate program effectiveness in terms of employee productivity and communication at an average of 4 on 5 point rating scale at the end of the training period.

Outcome

See external evaluator's report.

6. Objective

80% of the staff (teachers and aides) will rate program effectiveness at an average of 4 on a 5 point rating scale at the end of the training period.

Outcome

See external evaluator's report.

7. Objective

80% of the student/employees will rate program effectiveness at an average of 4 on 5 point rating scale at the end of the training period.

Outcome

We compared the pre/post self-evaluation responses made by 115 students on form 1.0a and 1.0. (Examples F and G) The following shows the results:

#of SS	#who indicated gain	#who indicated slippage	#of no change
106	88	14	4

This shows that 83% of the students who responded felt they had made gains as a result of the program.

II. Schedule of Accomplishments and Their Target Dates - Reasons for Slippage and Corrective Measures Taken to Correct Slippage.

Objective

1. To complete a comprehensive assessment of needs in ESL and JSL for 300 employees by July 1, 1992.

Outcome

As new companies joined the program, we met with **management** to determine the needs of the company and their employees.

At the first session of each new class, we used the Oral Interview assessment instrument (example H) developed during year one of the project. This was used to place the **students** and to get an idea of their ESL and JSL needs.

Because there were two grants which overlapped, we didn't get the total number of students enrolled in the second grant program until the spring of 1993. (The first grant ended October 31, 1992.)

Objective

2. To develop a videotape instructional program for ESL/JSL in the wine industry by September 1, 1992.

Outcome

The development of the videotape instructional program went as follows:

a. Summer, 1992 - video questionnaire to all students in the program for ideas about video topics and scenarios. (Example I)
b. Fall, 1992 - video topics suggested by students sent to our wine industry partners for their feedback and additional suggestions. (Example J)
c. Fall, 1992 - decided on topics, competencies and learning objectives Gave these to the video professionals hired by the project, Gary Felder, Producer and Nancy Saslow, Script Writer/Director
d. January, 1993 - met with video professionals, project director, project assistant and three key teachers to plan details for videos.
e. February, 1993 - reviewed scripts for videos with script writer, made suggestions for changes.
f. March 22-26, the first four videos were produced. One or two *Literacy Line* staff members were present at each filming session.
g. April 8, 1993 - Video curriculum committee met to review videos and start writing lessons to go with the four finished videos.
h. April 22, 1993 - Videos and preliminary curriculum shown at staff meeting. Teachers are asked to field test.
i. June 4, 1993 - Video curriculum committee met to revise curriculum.
j. July 25, 1993 - Showed videos to joint meeting of Advisory Board and Napa County Literacy Council.
k. July 13 to July 26 - Six more videos were produced, including the "Overview".
l. August 10, 1993 - Video curriculum committee met to start work on the last five video lessons.

m. September 8, 1993 - Video curriculum committee review lessons that have been written.
n. October 24, 1993 - Asked for an extension for this project to enable us to field test and revise the video curriculum.
o. October 26, 1993 - Ask teachers to field test the rest of the video curriculum.

It took a lot longer than anticipated to develop a videotape instructional program. We feel satisfied that we got good input from students, our wine industry partners, and teachers. The videos and curriculum that were produced as a result of this group effort is the backbone of the program that is currently operating.

We learned in April, 1994 that the "Overview" and Highway Patrol" videos won bronze apple awards at the National Educational Video and Films Festival.

The list of videos, their competency statements and objectives is in the appendix. (Example K) Also there is an example of the video curriculum. The Overview video and all 9 lessons are also being sent. (You have a total of 3 videotapes.)

III. Identify the Number and Characteristics of Project Participants who Completed Planned Project Activities and of Those Who Did Not.

See **CHART 2.**

IV. Report on any Dissemination Activities.

Presentations about *The Literacy Line!* were made at the CBE/LEARN confrence in Los Angeles March 13, 1993 and at the CCAE (Calif. Council of Adult ED) state conference in Fresno on May 1, 1993. (Examples M and N)

The videotape overview has been shown to the following groups:
The Literacy Line! advisory board
Napa Valley Literacy Council
Napa Hispanic Network
Napa Soroptomist Club
The School Board for the Napa Valley Unified School District
Head Start of Napa Valley
Leadership Napa Valley

V. Report on any Evaluation Activities

The evaluation of this project was on-going. In July of 1993 we had a joint meeting with our advisory board and the Napa Valley Literacy Council. Suggestions for improving the program were made and acted upon.

VI. Report on any Changes in Key Personnel

The Project Recruiter/Counselor, María López resigned to take a full-time position for

the Napa Career and Assessment Center. She was not replaced, but some of her record-keeping duties were taken over by Dolores Oxley, computer specialist and Sheila Black and Heather Delfs, secretaries.

VII. Success Stories from Instructors

Mary Lu Kennelly, Domaine Chandon, Carneros Ranch

"All the students expressed that they had greater confidence in using English at the workplace. This was verified by the vineyard manager who noted that Ramon, who had previously avoided writing, was making notes of phone conversations in English. Fidel wrote a letter to the editor of the Napa newspaper in response to a citizen's concern about safety procedures in the vineyard. Ismael continued at the college as well as returning to the *Literacy Line* class. Arnulfo intends to get his GED and go to college and possibly a university.

David Allred, Joseph Phelps' Stonebridge Ranch

"Much time was spent studying the vocabulary of the vineyard environment. In their daily lives, the students have become leaders, acting as liasions between the English-speaking management and Spanish-speaking labor. The students are now called upon to educate their fellow workers in areas of safety, company policy, work-hours, and in many related areas."

Sheila Yarbrough, Schramsberg Vineyards & Cellars

(Writing to the managers) "I encourage you to talk with the students about all parts of the bottling and disgorging process, cellar work, pruning, irrigation, grape flowering, parts of the grape plant, phylloxera, grafting, and major farm machinery and tools. All should be able to adequately fill out the form for moving bottles from the cellar to bins or riddling racks. I appreciate feedback about any problems. This way we can improve the curriculum."

"A group of students expressed interest in studying for U.S. citizenship. We went over the information in class and assigned it as homework. As of this writing, one student has passed the written test and another is scheduled to take it in May."

Jane Levin, M&L Vineyard Management

"I feel that Doug, Julie, and I made some real progress in teaching this group some workplace and general English. We had a difficult task as there were about three levels of students. Jose Mendoza could not read or write in his own language, Hilario Mendoza and Marcos Solano had basically no education and Alejandro Alonzo, Francisco Cervantes and Daniel Mendez had, I believe, attended secondary school in Mexico. Also, Miguel Rubio seemed to have some sort of learning disability. With all this to deal with, I think the program was successful and I know that each student came away feeling more confident about his knowledge and working use of English. This program also helped the relationship between the owners and workers because the students were given some release time to learn which made them realize their importance in the company and the compassion that Mike and Linda have for them."

Phoebe Worth, Walsh Vineyards Management

"All students expressed great satisfaction with the lessons and their applicability to students' needs. Students felt they gained greater confidence in using English in the doctor's office and also in discussing aspects of vineyard operation as derived from the vineyard curriculum."

CHART 1 *The Literacy Line!*

Site	Total Hours	Number of Students Completing 70% or more	40-69%	below 39 %	# of students enrolled
Beaulieu Vineyards	34	3	1	0	4
Benchmark Woodworking	24	2		1	3
Dey Labs-Class A	42	6	1	5	12
Dey Labs-Class B	33	4	2	3	9
Domaine Chandon Vineyard	124	9	1	0	10
Domaine Chandon Production	164	5	2	9	16
Domaine Chandon Carneros	174	3		1	4
E &R (Quintessa Vineyards) A	29	7	4	2	13
E &R (Quintessa Vineyards) B	6	5	0	0	5
Hess Collection Vineyards	112	4	0	9	13
Jaeger Vineyards	81	3	6	3	12
Juliana Vineyards	42	3	10	7	20
M & L Vineyard Mngmt. A12/	86	4	2	4	10
M & L Vineyard Mngmt.B 7/9	22	6	2	4	12
M & L Vineyard Mngmt. C 11	22	3	0	2	5
Phelps Vineyards	174	6		5	11
Mondavi Vineyards Carneros	85	6	0	2	8
Schramsberg Vineyards	150	9	0	5	14
Sterling Vineyards-Calistoga A	55	5	2	6	13
Sterling Vineyards-Calistoga B	32	1	3	4	8
Streling Vineyards-Napa A	34	4	4	3	11
Streling Vineyards-Napa B	34	4	5	2	11
To-Kalon Vineyards (Mondavi)	84	1	4	27	32
Walsh Vineyards Mngmt.	40	7		33	40
TOTALS	**1683**	**110**	**49**	**137**	**296**

Reasons for not completing Workplace Program					
Attending College or Adult Ed.		6			
Family/Health Problems		5			
Laid Off		14			
No further release time from con		5			
Promoted		1			
Too Tired		9			
Transportation		1			
Work Schedule Conflicts		12			
Motivation/Lost Interest		8			
Unknown		76			

	Number of students scoring 75% or higher on ESL competencies as determined by needs assessment.				
	ESL Tests				
			Beginner		Indivdual
Site	Oral	Form	Vocabulary	CASAS (FORM 10)	Spelling
	(A)	(B)	(C)	Listening	(D)
Beaulieu Vineyards	4	4			3
Benchmark Woodworking	3	3	3		2
Dey Labs-Class A	7	7			7
Dey Labs-Class B	6	6			5
Domaine Chandon Vineyard	10	10	10	5	10
Domaine Chandon Production	8	8		7	
Domaine Chandon Carneros	3	3		3	3
E &R (Quintessa Vineyards) A	5	7	7	10	4
E &R (Quintessa Vineyards) B		3			
Hess Collection Vineyards	4	4	4	3	
Jaeger Vineyards	5	5	8		
Juliana Vineyards	6	13	10		
M & L Vineyard Mngmt. A12/92-5/93	6	5	3		
M & L Vineyard Mngmt.B 7/93-8/93	6	6	5		
M & L Vineyard Mngmt. C 11/93-12/9	3	3	3		
Phelps Vineyards	6	6	6		
Mondavi Vineyards Carneros	6	6	6	2	
Schramsberg Vineyards	9	9	9		9
Sterling Vineyards-Calistoga A	5	5	5	6	
Sterling Vineyards-Calistoga B	4	4			4
Sterling Vineyards-Napa A	4	4	4		
Sterling Vineyards-Napa B	4	4	4		4
To-Kalon Vineyards (Mondavi)	5	5	5	1	
Walsh Vineyards Mngmt.	7	7	7		
TOTALS	126	137	99	37	51

	Number of students scoring 75% or higher on Math and JSL competencies as determined by needs assessment.						
	Math Tests	**JSL Tests**			**Improved Writing**		
		Cabinet Vocab.	Vineyard Op.	Bottling Line	Memos	Self-Eval	Documentation
Site		Abbreviations	Vocab.	Form		Personal	
			(E) *			History	
Beaulieu Vineyards					3	3	
Benchmark Woodworking		2					
Dey Labs-Class	5					7	
Dey Labs-Class B							5
Domaine Chandc	6		10	5			
Domaine Chandon Production							
Domaine Chandon Carneros			3		3		
E &R (Quintessa Vineyards) A			7				
E &R (Quintessa Vineyards) B							
Hess Collection Vineyards			3			3	
Jaeger Vineyards			5			7	
Juliana Vineyards			3				
M & L Vineyard Mngmt. A12/92-5/93			4				
M & L Vineyard Mngmt.B 7/93-8/93			6				
M & L Vineyard Mngmt. C 11/93-12/93			3				
Phelps Vineyards			6		3		
Mondavi Vineyards Carneros			6				
Schramsberg Vi	3		9	9	3		
Sterling Vineyards-Calistoga A			5				
Sterling Vineyards-Calistoga B			4		4		
Sterling Vineyards-Napa A			4				
Sterling Vineyards-Napa B			4				
To-Kalon Vineyards (Mondavi)			5				
Walsh Vineyards Mngmt.			7				
TOTALS	14	2	94	14	16	20	5
	* Scores reflect 75% or higher on selected lessons. Different sites completed different lessons.						

APPENDIX

1. Oral Test - "Beginning Level Test" (Example A)
2. Form Test - "Fill out the form." (Example B)
3. Beginner Vocabulary - "Reading Practice" (Example C)
4. Individual Spelling - "Personal Spelling List" (Example D)
5. " Vineyard Operations Vocabulary Test" - (Example E)
6. Pre-post Self-Evaluation Forms [1.0a and 1.0] - (Examples F & G)
7. Oral Interview - (Example H)
8. Video Questionnaire - (Example I)
9. Video Topics Suggested by Students - (Example J)
10. Video Topics, Competencies and Objectives - (Example K)
11. Video Curriculum: Teacher Guide, Assessment Chart, Student Handouts - (Example L)
12. Presentations at Conferences: CBE/LEARN - (Example M); CCAE - (Example N)
13. Video Curriculum Evaluation Form - (Example O)

Beginning Level Test

Questions for the teacher

Directions: Ask the questions in English. Do not translate. Score the responses with the appropriate number of points on the answer sheet. (do not write the answers) If the response is partially correct, score with some fraction of the total points possible.

Oral:

1. What is your name? (1 pt)
2. Spell your name (4 pts)
3. What is your address? (2 pts)
4. Where do you work? (1 pt)
5. What time is it now? (2 pts)
6. What days do you work? (2 pts)
7. What month is it? (1 pt)
8. What is today's date (1pt)
9. When is your birthday? (3 pts)
10. Tell me how to get from your house to work. (5 pts)
11. Tell me how to get to Highway 29. (3 pts)
12. Imagine you need to call your boss because you are sick . What do you say? (5 pts)

Total points = —/ 30

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20 points possible

EXAMPLE B

Key

Fill out the form.

3 pts Name: Jane Maria Doe
First Middle Last

6 pts Address: 76 (1) Main St (1) + 1 point for everything correct
Number Street Apartment Number

Napa (1) CA (1) 94559 (1)
City State Zip Code

1 pt Telephone Number: 253-0000

1 pt Social Security Number: 246-00-9987

2 pts Sex: _ Male X Female (1) Marital Status: _ Single X Married (1)

3 pts Date Of Birth: 6 (1) 31 (1) 64 (1)
Month Day Year

1 pt Place of Birth: New York City

1 pt Jane Doe
Signature

2 pts 6/31/32
Date

1 pt for correct order
1 pt for date

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CLASS _____
TEACHER _____
Tester_____

EMERGENCY

Assessment Chart

Scoring 2 = fluently acceptable 1 = acceptable 0 = needs more practice Students								
Dates Tested								
Obj. 1: Tell which situations require calling "911". Cues: a.Someone has been shot. b.My baby has a rash. c.Juan fell off the tractor.								
Obj. 2: Respond to requests made by the 911 operator. Cues: a. What is the emergency? b. Where?								
Obj. 3:Follow first aid procedures. Cues: Tell him to stay still.								
Obj. 4:Fill out an accident report. Cue: (Use HOs 3 or 5.)								

Vocabulary Practice

Calling 911/Accident Reports

Practice One

List A	List B
1. conscious	1. alert
2. breathing	2. calm
3. bleeding	3. hurt
4. broken	4. comfortable
5. bruised	5. allergic

Practice Two

List A	List B
1. victim	1. occur
2. injury	2. witness
3. location	3. first aid
4. accident	4. procedure
5. injured	5. report

WHAT DO I KNOW ABOUT THIS TOPIC?
EMERGENCY

Name_____ Workplace _____
Date _____

Directions: Please check under the appropriate heading.

	I can do it easily!	I can do it *but* I need more practice	I don't know how to do this in English.
1. I can tell which situations require calling "911".	_____	_____	_____
2. I can respond to requests made by a "911" operator.	_____	_____	_____
3. I can follow first aid procedures given over the phone.	_____	_____	_____
4. I can fill out an accident report.	_____	_____	_____

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Script for "Emergency"

SCENE 1: OUTSIDE - JOSÉ AND BEA'S HOUSE

1.	Raul:	Well, good day, friends. Raul here, your friendly neighborhood interpreter. Now, usually, I'm a pretty funny guy. But today, it's time to get serious. We'll be talking about what to do in an emergency. José and Bea will help out. Please, pay close attention. Someone's life may depend on it.
2.	Bea:	José, I'm going into the house to get some lemonade. Would you like some?
3.	José:	Sure hon. Sounds great!
4.	Bea:	José! Oh my God!
5.	José:	Ah! My legs, my legs! Oh! I can't move! I can't move!
6.	Bea:	I'm going to get emergency help. I'm calling 911. I'll be right back.
7.	Operator:	911. What is your emergency?
8.	Bea:	Yes, please help. My husband is hurt badly.
9.	Operator:	All right. M'am. Take a breath. Tell me where he is.
10.	Bea:	415 Oveira Rd. Off Main Street.
11.	José:	Tell them to hurry! I...I can't breathe!
12.	Bea:	Oh, please hurry! He's fallen from the roof. He...he can't move his legs. He's having trouble breathing.

13. Operator: Alright M'am, now, there's already an ambulance on the way. You've got to help me, and your husband by staying calm. What's your name?

14. Bea: Bea.

15. Operator: All right, Bea. Is your husband conscious and alert?

16. Bea: Yes. He's conscious. And alert.

17. Operator: All right. Is he in a lot of pain?

18. Bea: Yes. It's okay. José, it's okay.

19. Operator: That's good Bea. Tell him he's going to be okay and there's going to be an ambulance there any moment.

20. Bea: The ambulance will be here very soon. You'll be okay.

21. Operator: Good. Now, is he bleeding?

22. Bea: Uh, no. He isn't bleeding.

23. Operator: Okay. All you can do right now is keep him comfortable.

24. Bea: How?

25. Operator: Try to keep him from moving. Tell him to stay as still as possible...it will help. Now, tell him again he'll be fine.

26. Bea: José, try to stay still. You'll be fine. They're coming to help.

27. Operator: Good. Now, how's his breathing?

28. Bea: It's okay. It's better.

29. Operator: Great. You're doing fine Bea. Is he taking any medication?

30. Bea: No.

31. Operator: Now just talk to him and keep him calm.

32. Bea: It's okay. José, I'm with you. Just lie still. Hold onto my hand. You'll be okay.

33. José: (Moan)

34. Bea: Listen to me. Listen to me. You're going to be okay. Just try to stay still.

(The paramedics come racing into the yard with a stretcher. Bea backs off. They surround José.)

35. Bea: They're here.

36. Operator: Good. Now they'll take over. You did a great job, Bea. He'll be fine.

37. Bea: Thank you.

(The paramedics carry José to the ambulance, load him in, shut the door and speed off.)

SCENE 2: AT THE EMERGENCY ROOM

1. Bea: Be careful with him.

2. Nurse: We'll take care of him now Ms...?

3. Bea: Gomez. José is my husband. Is he going to be alright?

4. Nurse: Ms. Gomez, I understand it's upsetting but he's in good hands, I assure you. The doctor will check him out. We need you to help us by giving us some information...filling out some forms.

5. Bea: What do you need to know?

6. Nurse: Here we are at admissions. This is Mrs. Chavez.

7. Mrs. Chavez: You need to fill this out with the patient's name and address. This form is for medical insurance. And this form asks about medical history.

8. Bea: History? What do you mean?

9. Mrs. Chavez: Yes. Like if your husband has ever been hurt before...if he's allergic to any medications...things like this are helpful to know for him to get the best care.

10. Bea: All right.

11. Dr. Nichols: Mrs. Gomez?

12. Bea: Yes.

13. Dr. Nichols: I'm Dr. Nichols. Your husband is a very lucky man. He's got one broken leg, and the other one is pretty bruised. But he'll be fine.

14. Bea: Oh thank you, Doctor.

15. Dr. Nichols: It's a good thing you got him here so quickly...

16. Raul: Remember, when there's an emergency...a bad accident...a fire, call 911...try to stay calm, and follow instructions. Bea knew what to do. You should too.

Answer the questions below. Please print clearly.

ACCIDENT REPORT

Date of accident

_____

Victim

_____

Injury

_____

Location of accident

_____

PERSONAL SPELLING LIST

NAME _____

Directions: Write the words that you need to learn under WORD. If you want, translate or put the word in a short phrase. Ask a friend to dictate your words to you. Write them on a separate paper. Ask the friend to check each word. If you spell it correctly, put a +. If you spell it wrong, put a 0. You need to receive three +'s before you can cross the words off your list.

WORD	USAGE / TRANSLATION	+ correct 0 misspelled

COMPANY ACCIDENT REPORT

(1) Injured's name _____

(2) Age _____ Sex _____ Telephone number _____

(3) Address _____

(4) Today's date _____

(5) Date of injury _____

(6) Where and how did accident occur _____

_____

_____

_____

(7) Name, address and telephone number of witnesses _____

_____

_____

(8) Injuries _____

_____

(9) First aid procedure used _____

_____

(10) Report completed by _____

Emergency or Not? (A)
¿Emergéncia o No? (A)

Directions: Give an appropriate answer to each of the statements below:
Choose from the following suggestions:

- •Call 911.
- •Go to the emergency room.
- •Go to the clinic.
- •Go to the doctor.
- •Call the clinic.
- •Call the doctor.
- •Call the advice nurse.

Instrucciones: Dé una respuesta apropriada a cada caso de abajo:
Elija de las siguientes sugerencias:

- •LLamar al número de emergencia 911.
- •Ir a la sala de emergencia del hospital.
- •Ir a la clínica.
- •Ir al doctor.
- •Llamar a la clínica.
- •Llamar al doctor.
- •Llamar a la enfermera que de sugerencias de lo que se debe hacer.

---

1. My daughter has a temperature of 101.
2. My husband has fallen from the roof.
3. Someone has been shot.
4. My uncle is having very bad chest pains.
5. I have a stomachache.

1. Mi hija tiene calentura y su temperatura es de 101.
2. Mi esposo se cayó del techo.
3. Se le ha disparado a alguien.
4. Mi tío tiene dolores muy fuertes en el pecho.
5. Me duele el estómago.

Emergency or Not? (B)
¿Emergéncia o No? (B)

Directions: Give an appropriate answer to each of the statements below:
Choose from the following suggestions:

- Call 911.
- Go to the emergency room.
- Go to the clinic.
- Go to the doctor.
- Call the clinic.
- Call the doctor.
- Call the advice nurse.

Instrucciones: Dé una respuesta apropriada a cada caso de abajo:
Elija de las siguientes sugerencias:

- LLamar al número de emergencia 911.
- Ir a la sala de emergencia del hospital.
- Ir a la clínica.
- Ir al doctor.
- Llamar a la clínica.
- Llamar al doctor.
- Llamar a la enfermera que de sugerencias de lo que se debe hacer.

---

1. I'm having trouble breathing.
2. Isidro fell off the tractor. He's bleeding badly.
3. My wife fainted and is unconscious.
4. My house is on fire.
5. My baby has a rash.

1. Estoy teniendo problemas al respirar.
2. Isidro se cayó del tractor. Está sangrando mucho.
3. Mi esposa se desmayó y está inconciente.
4. Mi casa se está incendiando.
5. Mi bebé tiene salpullido.

More problems?
Write them on the back of this page.

Más problemas?
Escríbalos al otro lado de este papel.

Answering the 911 Operator (C)

Contestando a la Operadora del Número de Emergencia 911 (C)

1. A: What is the emergency?

   B: _____

   (Choose an answer from "Give Me Five" A or B.)

2. A: Where?

   B: _____

3. A: Is he (she) conscious and alert?

   B: _____

4. A: Do you think that he (she)is in a lot of pain?

   B: _____

5. A: Is he (she) bleeding?

   B: _____

1. A: ¿Cuál es la emergencia?

   B: _____

   (Elija una respuesta de la lección "Chócala" sección A o B.)

2. A: ¿Dónde?

   B: _____

3. A: ¿Está [él/ella] conciente y alerta?

   B: _____

4. A: ¿Piensa usted que él (ella) tiene mucho dolor?

   B: _____

5. A: ¿Está sangrando?

   B: _____

Answering the 911 Operator (D)
Contestando a la Operadora del Número de Emergencia 911 (D)

1. A: How is his (her) breathing?
   B: _____

2. A: Tell him (her) to stay still.
   B: _____

3. A: Is he (she) taking any medication?
   B: _____

4. A: Talk to him (her). Keep him (her) calm.
   B: _____

5. A: The paramedics will take over. You did a great job!

   B: Thank you.

1. A: ¿Cómo está respirando?
2. B: _____

2. A: Dígale que se quede quieto.
   B: _____

3. A: ¿Está tomando algún medicamento?
   B: _____

4. A: Háblele. Trate de calmarlo (la).
   B: _____

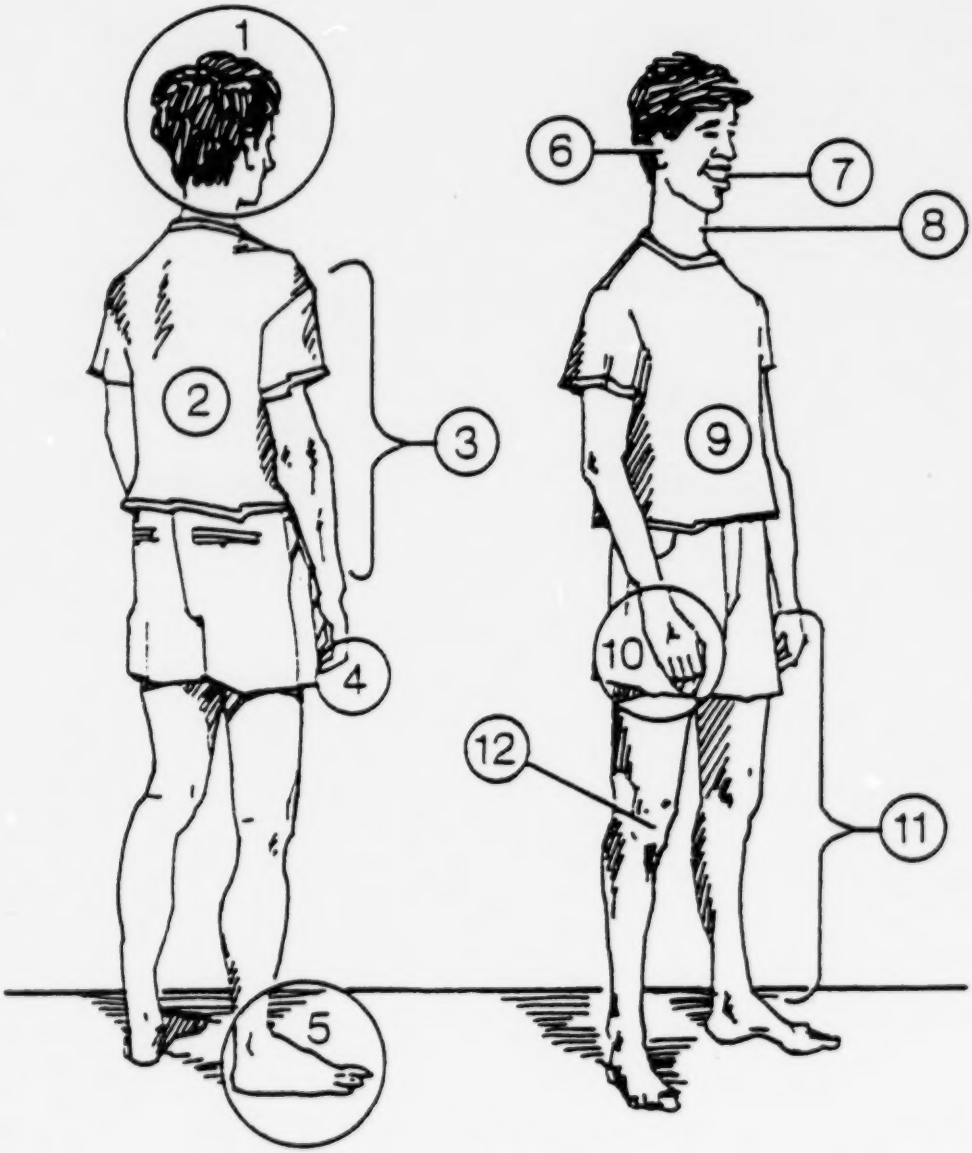
5. A: Los paramédicos se encargarán. Hizo muy buen trabajo.
   B: Gracias.

EXAMPLE C

12 points

READING PRACTICE.

Say the words.



Read. Write the numbers next to the words.

____ head	____ ear	____ back	____ stomach
____ throat	____ leg	____ tooth	____ knee
____ arm	____ foot	____ hand	____ finger

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PERSONAL SPELLING LIST NAME _____

Directions: Write the words that you need to learn under WORD. If you want, translate or put the word in a short phrase. Ask a friend to dictate your words to you. Write them on a separate paper. Ask the friend to check each word. If you spell it correctly, put a +. If you spell it wrong, put a 0. You need to receive three +'s before you can cross the words off your list.

WORD	USAGE / TRANSLATION	+ correct 0 misspelled

The Literacy Line!
VINEYARD OPERATIONS
Vocabulary Test

Directions: Write the letter of the **best** answer in the blank by each number.

Picture 1

_____1. We live and work in
a. Northern Calif. b. the Napa Valley c. both of these

_____2. You grow grapes in
a. an orchard b. a pasture c. a vineyard

_____3. You can see yellow mustard growing in the Napa Valley in
a. October b. March c. August

_____4. By the spring season, all of the vines
a. have been burned b. have been sold c. have been pruned

Picture 2

_____5. A tractor can
a. pull many kinds of farm implements b. pick grapes at harvest c. dig holes

_____6. What does a disk do?
a. smoothes the soil b. opens the soil and turns it over
c. sprays sulfur on the vines

_____7. Which farm implement cuts up dry canes and weeds?
a. a brush chopper b. a sprayer c. a mechanical harvester

_____8. What might happen if you drive the tractor on ground that is too wet?
a. You might get a ticket.
b. You might get hurt.
c. You might get stuck.

Picture 3

_____9. What kind of rootstock should we plant in the Napa Valley?
a. AxR[1] b. rootstock from Europe c. native rootstock that isn't AxR[1]

_____10. Where are the grape varieties that make good wine from?
a. Europe b. Mexico c.Alaska

_____11. Why do you plant rootstock?
a. to protect against phylloxera b. to protect against rain
c. to protect against deer

_____12. Growers want rootstock that is
a. resistant to phylloxera. b. healthy. c. both of these.

_____13. Phylloxera is
a. the name of a grape variety.
b. a type of irrigation system.
c. a tiny insect that eats the roots of the vines

Directions: Write the letter of the **best** answer in the blank by each number.

Picture 4

_____1. Stakes in the vineyard
a. support the arms of the vines b. support the weight of the grapes
c. support the trunks of the vines

_____2. To connect the wine grape variety to the rootstock, use
a. a piece of string b. glue c. a bud graft

_____3. How do you plant a new vine?
a. Dig a hole in front of the stake.
b. Cover the plant with soil.
c. Both of these.

_____4. When are rootstock plants ready for budding?
a. in two or three weeks
b. in four or five months
c. in two or three years

Picture 5

_____5. Where does the budder get the bud that he is going to graft?
a. from a cane of the wine grape variety
b. from a rose bush
c. from a can of beer

_____6. How does a budder attach a bud?
a. by cutting a notch in the rootstock wood
b. by tying it with elastic tape
c. both of these

_____7.Why do you cover a newly-budded vine with soil?
a. to keep the bud from drying out
b. to keep the bears away
c. both of these

_____8. If the bud graft is successful, you can say it was
a. a bad vine b. a bad job c. a good take

_____9. After about seven months, vineyard workers go back and
a. cut the head of the vine just below the bud.
b. cut the head of the vine just above the bud.
c. cut the roots of the vine.

Directions: Write the letter of the **best** answer in the blank by each number.

Picture 6

_____1. Why do we put milk cartons over new vines?
a. to protect the vines from rabbits and the wind
b. to give warmth to the new growth
c. both of these

_____2. What do you have to do when the new vine starts growing up the stake?
a. tie it to the stake
b. pull off all the shoots
c. cut off all the tendrils

_____3. The straightest, strongest shoot will become
a.the arm of the vine.
b. the neck of the vine.
c. the trunk of the vine.

Picture 7

_____4. Every bud can produce a
a. bottle of wine.
b. a new vine.
c. a new shoot

_____5. How many clusters of grapes does each shoot usually have?
a. one b. two c. five or more

_____6. What do the leaves of plants take in?
a. sunlight and carbon dioxide b. sunlight and nitrogen c. sunlight and oxygen

_____7. How do the tendrils help the vines?
a. They reach out and attach themselves to wires, stakes and each other.
b. They bring nutrients from the soil.
c. They provide sugar for the grapes.

_____8. Why do plants need water?
a. To help nutrients from the soil get into the plant.
b. To combine with carbon dioxide and sunlight to make carbohydrates.
c. Both of these.

Directions: Write the letter of the **best** answer in the blank by each number.

Picture 8

_____1. The tiny green berries change into flowers
a. at budbreak b. at bloom c. at midnight

_____2. Frost can damage the vines
a. in the spring b. in the winter c. in the fall

_____3. A dangerous temperature for frost is
a. 98° Fahrenheit b. 110° Fahrenheit c.32° Fahrenheit

_____4. Some ways to protect new growth against frost are
a. wind machines b. sprinklers c. both of these

Picture 9

_____5. What kind of irrigation system do many vineyards in the Napa Valley use?
a. ditch systems b. drip systems c. both of these

_____6. In a drip system, the water drips out of
a. a faucet b. an emitter c. a valve

_____7. You usually start irrigating in
a. November b. January c. May

_____8. When do you usually stop irrigating?
a. in January b. about 30 days before harvest c. never

Picture 10

_____9. What chemical do you use to prevent powdery mildew from forming on the grapes?
a. potassium b. nitrogen c. sulfur

_____10. A good time to spray the vines is
a. night b. early morning c. both of these

_____11. How can you get rid of powdery mildew?
a. with lots of water and a little soap
b. with lots of soap and a little water
c. neither of these

Directions: Write the letter of the **best** answer in the blank by each number.

Picture 11

_____1. What group of people usually like to take a ride in hot air balloons?
a. linguists b. typists c. tourists

_____2. When do hot air balloons go up?
a. early in the evening b. early in the morning c. at mid-day

_____3. When a hot air balloon goes back down, we say it
a. lands b. earths c. crashes

_____4. What kind of flowers do many growers like to plant at the ends of the rows?
a. camellias b. lilies c. roses

Picture 12

_____5. Before you pick the grapes, make sure they have reached the desired
a. sugar content b. water content c. neither of these

_____6. How do you measure the sugar content of grapes?
a. degrees Fahrenheit b. degrees Brix c. degrees Centigrade

_____7. When someone collects berry samples, he should get the berries from
a. one vine b. many vines c. Safeway

_____8. You make white wine from grapes that have
a. purple skins b. white skins c. green skins

_____9. The color of blush wine is
a. dark red b. dark purple c. light pink

Picture 13

_____10. How do most pickers pick grapes?
a. by machine b. by hand c. by foot

_____11. What do you use to cut a cluster from the vine?
a. a sharp knife b. sharp pruning shears c. both of these

_____12. Why is it a good idea to wear a glove on one hand?
a. to protect your face b. to protect your eyes c. to protect your hand

_____13. When do you usually start picking?
a. early in the afternoon b. early in the evening c. early in the morning

_____14. Wineries like the grapes to be
a. as warm as possible
b. as cool as possible
c. both of these

Directions: Write the letter of the **best** answer in the blank by each number.

Picture 14

_____1. When you pick grapes, you put them in a
a. picking pan b. picking cap c. picking hat

_____2. A good picker has to
a. be strong b. have ability c. both of these

_____3. How much does each picking pan full of grapes usually weigh?
a. 5-6 pounds b. 50-60 pounds c. 10-15 pounds

Picture 15

_____4. Pickers usually dump their grapes into a
a. tank b. barrel c. gondola

_____5 Fast pickers can make
a.less money than slow pickers
b. more money than slow pickers
c. more money than Bill Clinton

_____6. Try not to pick
a. the grapes b. the leaves c. the clusters

Picture 16

_____7. Machine pickers are also called
a. mechanical harvesters b. semi-trucks c. tractor-trailers

_____8. How does a machine picker work?
a. it shakes grapes from the vines
b. it. cuts the grapes from the vines
c. it kicks the grapes off of the vines

_____9. The machine picker operates
a. with a few people to check the grapes
b. all by itself
c. with the tractor driver by himself

_____10. You usually harvest with a machine picker
a. in the afternoon b. at noon c. at night

Picture 17

_____11. Small clusters of grapes are called
a. tiny crop b. second crop c. middle crop

_____12. When should you pick the second crop grapes?
a. along with the first crop b. when the winemaker tells you c. never

Directions: Write the letter of the **best** answer in the blank next to the number.

Pictures 18 and 19

_____1. When the leaves have dropped off of the vines, we say the vines are
a. dead b. dormant c. happy

_____2. When should you start pruning the vines?
a. in April or May b. in July or August c. in December or January

_____3. What do you use to prune vines?
a. scissors b. pruning shear and loppers c. sharp knives

_____4. How you prune a vine depends on how the vine
a. is trained b. is taught c. is planted

_____5. With cordon-trained vines, you leave
a. only spurs b. spurs and canes c. neither of these

_____6. What do you use to sharpen your tools?
a. a sharpening rock b. a sharpening stone c. a sharpening cloth

_____7. Where do you throw the brush?
a. under the vines b. in the rows between the vines c. on the trellis

Picture 20

_____8. After pruning, you need to tie the canes to
a. the irrigation hoses b. the trellis wires c. both of these

_____9. To tie the canes, use
a. plastic ties b. bull rope c. either of these

_____10. The crop for the next harvest comes from
a. the trunk of the vine b. the new shoots c. the new leaves

_____11. Suckers usually grow
a. on the trunk of the vine
b. on the shoots
c. on the tendrils

_____12. When you remove leaves and shoots to open up the vine, it is called
a. suckering
b. pruning
c. thinning

Forma 1.0a - Autoreporte del progreso del estudiante - Linea de base Anterior/Posterior

THE LITERACY LINE!

Nombre _____ Lugar de trabajo _____ Fecha_____

Por favor conteste las preguntas usando la escala siguiente:

Encierre en un círculo el 5 - Si usted está completamente de acuerdo con lo que se le pregunta.
4 - Si usted está de acuerdo.
3 - Si su posición es neutral es decir si algunas veces está de acuerdo y otras no.
2 - Si usted no está de acuerdo.
1 - Si usted no está absolutamente de acuerdo en lo que se le pregunta.
N/A - Si esta pregunta no corresponde a su situación.

1. Puedo hablar y entender inglés en la comunidad (con el médico, en la tienda, etc.)

5	4	3	2	1
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*

2. Puedo hablar, entender y escribir inglés en mi trabajo.

5	4	3	2	1	N/A
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*No corresponde a este caso*

3. Mi inglés es suficiente para hacer otro trabajo donde se requiere que yo hable inglés.

5	4	3	2	1
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*

4. Puedo hablar y entender a mis supervisores en inglés.

5	4	3	2	1	N/A
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*No corresponde a este caso*

5. Puedo hablar y entender en inglés a mis compañeros de trabajo que sólo hablan inglés.

5	4	3	2	1	N/A
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*	*No corresponde a este caso*

6. Puedo leer y entender en inglés los manuales y las instrucciones del trabajo y del equipo o herramienta con que trabajo.

5	4	3	2	1
Completamente de acuerdo	*De acuerdo*	*Algunas veces si otras no*	*Está en desacuerdo*	*Absolutamente en desacuerdo*

Form 1.0 - Self-Report of Student Progress

THE LITERACY LINE!

Name_____Location_____Date_____

Please answer the questions using the following rating scale:

Circle 5 - If you strongly agree
4 - If you agree
3 - If you are neutral or sometimes agree and sometimes do not agree
2 - If you disagree
1- If you strongly disagree
0 - Too soon to know for sure

1. I am making progress at learning English in this class.

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Too Soon to Know

2.The English I am learning is helping me do better work at my job in areas where English is a factor.

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Too Soon to Know

3.The English I am learning is helping me be more productive on my job in areas where English is factor.

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Too Soon to Know

4. The English I am learning is helping me communicate better with my supervisors who speak English.

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Too Soon to Know

5. The English I am learning is helping me communicate better with my co-workers who speak English.

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Too Soon to Know

6. The English I am learning is helping me read and understand job and equipment manuals and written instructions on the job.

5	4	3	2	1	0
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Too Soon to Know

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_____ _____
(Winery or Farming Company) (Date)

ORAL INTERVIEW

Teachers: Please write the answers and the level of response for each question. (Write as much information as possible.)

Scoring:

1 = Does not understand the question. Question needs to be translated.
2 = Understands question but answers mainly in Spanish.
3 = Understands the question. Answers in one-word English answers.
4 = Answers in English in complete phrases or sentences.
5 = Answers in English –offers more information and is able to maintain conversation.

QUESTIONS

1. What is your name? _____

1 2 3 4 5

2. What country are you from? _____

State?_____ City?_____

1 2 3 4 5

3. How long have you been in the United States? _____

1 2 3 4 5

4. Have you studied English before? (How long? Where?) _____

_____

How did you learn English? _____

1 2 3 4 5

5. In your native country, how many years did you go to school? _____

1 2 3 4 5

6. What kind of work did you do in your country? _____

What kind of work have you done here? _____

(What kind of work are you doing now?) _____

1 2 3 4 5 (over)

VIDEO QUESTIONNAIRE
for students

You want to improve your English. We are going to make some video lessons to help with this. Can you think of some specific situations you would like to see and hear? You will be able to borrow the videotape and take it home. That way you will be able to see, hear and practice the English that is presented many times.

For example, one scene might be about a person who gets injured on the job. There is no one around who speaks English very well. You must call 911. You will learn what to say.

Please write your ideas for some situations you would like to see dramatized on a video.

QUESTIONARIO
para estudiantes

¿Quiere usted mejorar su inglés? Vamos a hacer unas lecciones en videos para ayudar con esto. ¿Puede usted pensar en algunas situaciones específicas que le gustaría ver y escuchar? Podrá pedir prestado la "videotape" para que pueda ver, escuchar y practicar el inglés muchas veces.

Por ejemplo, una escena puede tratar de una persona que se ha lastimado en el trabajo. No hay nadie cerca que hable inglés bien. Tiene que llamar al 911. Aprenderá que decir.

Favor de escribir sus ideas para algunas situaciones que le gustaría ver dramatizadas en un video.

Aquí hay unas situactiones específicas que me gustaría ver en una lección de inglés en video:

Una escena que me haga reír mostraría:

VIDEO IDEAS FROM STUDENTS
(Numbers indicate how many students had this idea.)

*1. How to call if I'm going to be late for work. Tell why.... stopped by the police, car problems, family illness, etc. etc. (3)

*2. How to talk to the police when you are stopped on the highway. (7)

3. Accident situations: How to report a car accident. How to report a brush fire. What to do about a pesticide accident. First aid procedures. What to do if a person gets his/her hand caught in a machine. Emergency calls. (5)

4. Earthquakes: What to do if there is an earthquake. (3)

*5. Talking to the boss: What to say when you don't understand what he wants you to do. (5) Talk about an errand to the farm supply store that he wants you to run. Talking about work in general. Talk to my supervisor. (4) Explain my problems directly to the boss. (e.g. The superv isor changes my schedule with no consideration of any of my obligations.) (María's experience: She asked for clarification three times and still didn't understand.)

*6. How to communicate with people I work with when I think they aren't being fair. "I would like the supervisors to be more conscious and appreciative of the work we do. They should compensate us for high quality work with more money. In other words, they should not take us for granted." "Everyone should get the same salary for the same work. Don't pay Latinos less."

7. Telephones: Talk to the operator to place calls. (2)
How to leave a message on an answering machine. (6)
How to take a message.

8. Talking to the wineries when you deliver grapes for "crush".

*9. Talking to mechanics: Problems with farm equipment. (4)(e.g. the tractor gets stuck in the mud during spring plowing; the tractor turns over on a hillside or loses the brakes) (2) Talking to a mechanic about my own car problems.

10. First day at work: orientation, tour of facilities (e.g. payroll, shop, lunchroom, restrooms, equipment, receptionist, mechanics, etc.), introductions and responses.
A scene in an office.

11. Basic Conversations: How to understand and talk at a company meeting. How to talk to your apartment manager. (2) How to talk to your neighbors (3). How to greet people and respond to greetings. (3) How to use common conversational phrases. (4)

12. Jobs: How to find a new job. (5) How to fill out an application. (4)
How to do an interview. (2)
13. My children's schools: Parent/teacher conferences (4)

14. Conversations in various places in the community: McDonalds/restaurants (2), grocery stores (12), hardware stores,(2) department stores, (returning items to a store), the post office (2), the bank (7), an auto parts store, a travel agency, immigration

The Literacy Line!
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VIDEO CURRICULUM

The Literacy Line project has created nine professional quality English as a Second Language videotapes and one overview videotape to be shared with Workplace Literacy programs throughout the country. The cost of copying these programs for dissemination has yet to be determined.

Listed below are the topics, competencies and learning objectives for each lesson. The video lessons vary in length between 10 and 15 minutes each. Each lesson is accompanied by a teacher's guide, student handouts including a copy of the video script, and evaluation and application suggestions.

For more information, please contact Lorraine Ruston, Project Coordinator or Rhonda Slota, Project Director at the number listed above.

VIDEO TOPICS, COMPETENCIES AND OBJECTIVES

#1: <u>Pay and Benefits</u>

Competency: The students/workers will be able to communicate with supervisors about pay and benefit issues.

Objectives: Students will be able to
1. interpret information on pay stubs and pay checks.
2. ask for clarification about items on pay stubs.
3. describe hours they work and ask about overtime.
4. ask about benefits and their costs.

#2: <u>Using the Phone</u>

Competency: The students/workers will be able to communicate on the telephone.

Objectives: Students will be able to
1. call to report lateness or sickness.
2. leave a message on an answering machine.
3. take a message for someone else.

#3: <u>Making Plans</u>

Competency: The students/workers will be able to communicate regarding dates, times, events, arrivals, departures and destinations.

Objectives: Students will be able to
1. describe their leisure time activities.
2. negotiate a mutually convenient time for a business or social appointment.
3. inquire about travel arrangements and respond appropriately.
4. read and interpret local community and recreation schedules.

#4: Please Sign Here

Competency: The workers/students will be able to demonstrate understanding that they don't have to agree to things that they don't understand.

Objectives: Students will be able to
1. ask for help if they don't understand what they are signing (e.g. lease or purchase agreements, legal documents).
2. tell what resources are available for help with business, commercial and legal matters.

#5: Company Errands

Competency: The students/workers will be able to communicate with sales people at hardware, farm equipment and supply stores.

Objectives: Students will be able to
1. recognize where to find selected items at a hardware or farm supply store.
2. request selected items.
3. respond to questions asked and statements made by a clerk at a store.
4. read and interpret a purchase order.

#6: Law Enforcement (Highway Patrol)

Competency : The students/workers will be able to communicate with law enforcement personnel and demonstrate understanding and of procedures of law enforcement on the highways.

Objectives: Students will be able to
1. respond to requests made by highway patrol officers.
2. tell the reasons for the procedures that officers use when they stop someone on the highway.
3. ask for clarification and say that their English is not very good.
4. interpret the information on a traffic ticket.
5. read and interpret speed limit and other traffic signs.
6. identify the three types of law and tell what their penalties are.

#7: Getting Around the Workplace

Competency: The students/workers will be able to communicate in English with supervisors, other company personnel, English speaking co-workers, and tourists.

Objectives: Students will be able to
1. greet and respond to greetings.

2. make "small talk".
3. describe problems they are having with equipment and machines.
4. respond to questions asked by tourists

#8: Emergency

Competency: The students/workers will be able to communicate when making an emergency phone call (911).

Objectives: Students will be able to
1. determine what consitutes an emergency.
2. demonstrate understanding of requests made by the 911 operator.
3. follow first aid procedures given over the phone.
4. fill out an accident report.

#9: Medical Problems

Competency : The students/workers will be able to communicate in a hospital admissions office or in a doctor's office.

Objectives: Students will be able to
1. answer the questions a receptionist asks.
2. fill out a medical history form.
3. name the parts of the body.
4. describe symptoms and pain.
5. read and interpret directions for taking medicine.

Emergency

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the pictures or sentences describing emergency/medical situations. The students in the other line must respond to each statement by saying one of the following:

Go to the emrgency room!
Call 911!
Go to the clinic.
Call the doctor.
Call the advice nurse.
Call the clinic.

3. If your class has a bi-lingual practice component, use "Give Me Five" handouts A and B, "Emergency or Not?" Students practice in pairs and then in a "two line drill".

C. Review the activity as a group and check for comprehension of the concept. Use the Assessment Chart, Teacher Resource 1 to record each student's competency for this objective.

Objective 2 : Demonstrate understanding of requests made by a 911 operator
Objective 3: Follow first aid procedures given over the phone

A. Show the video up to the example of Jose's falling off the ladder. Discuss:
1. Is this an emergency?
2. What should Bea do?

B. Continue showing the video up to the part when the ambulance takes Jose to the emergency room. Ask students to try to remember what the 911 operator says to Bea.

C. Elicit what students remember the 911 operator saying.

D. Give students copies of handout 2, " The script", and direct them to follow as you read the first six lines. Explain necessary vocabulary and idioms as you go.

E. Starting with line 7, have students underline the sentences spoken by the Operator. Check for comprehension by eliciting different responses from students as you go over the ones given by Bea. Procede with this through line 37.

F. Show the video again up to this point.

G. Have students read the script in pairs, one taking the role of Bea; the other taking the role of the operator: then switch roles. Monitor their practice and review lines that are causing difficulty.

H. Have students interview each other in a "two line drill". One line plays the role of the 911 operator and asks: Name? Address? Nearest cross street? (They can write this information if this type of practice is appropriate.)

I. If your class has a bi-lingual practice component, use "Give Me Five" handouts C and D "Responding to the 911 Operator". Do in pairs and in a "two line drill".

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I. **Evaluate** these objectives with the items listed on the Assessment Chart, Teacher Resource 1.

Objective 4: Fill out an accident report

A. Show the rest of the video. Ask students to watch for the requests made of Bea at the Emergency Room of the hospital.

B. Check students responses against the script. Have students follow as you read. Discuss the reasons for the following forms: personal information, medical insurance, medical history. (Use the video curriculum on "Medical Problems" for practice in filling out medical history forms.)

C. Ask students to read and practice this part of the script by taking roles in small groups.

D. Distribute handout 3 , "Accident Report". Ask students to fill it our according to the information in the video. Students may refer to the script to copy words describing Jose's injury. (a broken leg; a bruised leg)

E. Vocabulary practice for spelling and comprehenshion:
Use teacher resource 2, "Vocabulary Practice", for a pair practice dictation and cloze creation activity. There are **two sets of practice words.**
Make copies of list A and list B. Have students pair up. Give each partner a **different list.** He dictates his list to his partner who writes the words on a piece of scratch paper. Then together they check the words. Words that he misses should be copied on his personal spelling list, handout 4. Switch roles so that the other person dictates his list. Then **together** the partners make up as many sentences as they can, using the words on both lists.
Follow up by having them write their sentences with a blank for the word they are studying. See if their classmates can furnish the word. You may want to collect these sentences and make them into a review cloze exercise for the next class session.

F. Get a copy of the accident report used by the company you are working with. Make copies of it and distribute it to your students. (Or use handout 5, "Company Accident Report".) Have students work in groups of 3 or 4 to fill this out. You can do it as a "round table" where students pass the paper around, each one taking a turn at filling in part of the information. Tell them to be creative.

G. **Evaluate** this activity by giving students another copy of handout 3 or 5 to fill out as a test for this objective. Score according to appropriateness of responses given rather than spelling and grammatical accuracy. If all of the blanks are completed with pertinent information, this objective is completed.

III. **Application**

Ask students to talk to their supervisors regarding emergency procedures for their company. They should report their findings to you at the next class session.

NAPA VALLEY UNIFIED SCHOOL DISTRICT
NAPA VALLEY ADULT SCHOOL

THE LITERACY LINE!

NATIONAL WORKPLACE LITERACY PROJECT

A Partnership between the Napa Valley Adult School
and the Wine Industry

Funded by the U. S. Department of Education

CBE/LeARN Conference, LAX Marriott Hotel

March 13, 1993

Creating Work-Specific Curriculum for ESL Students

Lorraine Ruston
Workplace Literacy Coordinator, Napa Valley Adult School

1. Decide on your competencies and objectives.

2. Find a source of pictures or photographs from your workplace.

3. Find an artist to make drawings from the pictures.

4. Write your lessons!

5. If you have a computer lab, make some more exercises based on your lessons for computer practice.

RESOURCES:

Vine to Wine, '91, '92 Calendars by Dr. Richard Lyon

English Express software, Language Builder Data Creator and Language Builder, Davidson

Some People Work in the Vineyard, illustrated by Debra Gentry and Amy Boe of the Family English Literacy Project, (Title VII Grant, U.S. Dept of Ed.); curriculum written by Lorraine Ruston of the Workplace Literacy Project, (U.S. Dept of Ed. Grant), Napa Valley Adult School, 2447 Old Sonoma Rd., Napa CA 94558. (707) 253-3594.

Some People Work in the Winery, illustrated by Amy Boe; curriculum written by Inger Shiffler of the Workplace Literacy Project, Napa Valley Adult School, (same information as above.)

THE LITERACY LINE!
NATIONAL WORKPLACE LITERACY PROJECT
Napa Valley Adult School

1993 CCAE Conference, Fresno, California
April 30, 1993

DEVELOPING ESL SKILLS FOR THE WORKPLACE

Lorraine Ruston
Workplace Literacy Coordinator, Napa Valley Adult School

Objectives for the Workshop: Participants will learn how to

I. use pictures of worksite jobs to develop ESL and job specific literacy skills

A. Objectives for Some People Work in the Vineyard and Some People Work in the Winery: Students will be able to
   1. describe scenes related to their work activities.
   2. describe basic vineyard and winery production practices.
   3. write about basic vineyard and winery practices (advanced students).

B. Pre-Post Tests

C. Activities
   1. Student to student dictation and CLOZE
   2. Vineyard Curriculum, Picture 6, A and B *
   3. Winery Curriculum, Picture 2, A and B *

II. use computers for individual practice.
A. Software list *
B. Keyboard Literacy sample lesson *
C. Computer flashcards from Data Creator/Language Builder

III. use videos to develop language skills.
A. Video competencies and objectives *
B. Information Gap Exercise
C. Warm-up activity for "Sign Here"

*handouts in packet

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EVALUATION
OF VIDEO CURRICULUM

Title of Video _____

Teacher's Name _____

Class (Site, Level) _____

Date _____

Please answer the questions:

1. What part of this curriculum worked best with your students?

2. Did you cover all of the objectives or only some of them?

   Which ones did you not do? Why?

3. Was there anything that didn't work very well? What was it and how could it be improved?

4. Do you have any additions or subtractions that you would like to make to this material?

   What are they?

5. About how long did it take you to cover the lessons?

6. What percentage of your students was able to get 80% correct on the Performance-Based Assessment Activities?

7. Do you have any suggestions for other evaluation or application activities? What are they?

THANK YOU FOR YOUR HELP!